Advanced Composition
ENGH 302 K02: TR 3:00-4:15 – TBA
ENGH 302 K03: TR 4:30-5:45 – TBA

Instructor: PJ Magellan
Office: GMU Building 7th floor G 722
Office Hours: MW 2:30-4:30 (or by appointment)
E-mail: pmagella@gmu.edu
Course Website: Blackboard = mymason.gmu.edu

COURSE DESCRIPTION

In this course, we will confront the challenges of advanced academic writing. Building upon the foundation of skills you've learned in previous English classes, ENGH 302 is designed to help you further your development as a writer (and researcher) and cultivate a discipline-specific approach to aid in future academic and post-academic writing. Over the next sixteen weeks, you will enter into conversation with other scholars in your field, and learn to become a voice in the ongoing scholarly debate.

This course is designed to make you self-reliant. The assignments ask you to determine for yourself what is required of you as a writer in a range of academic and professional contexts. By solving writing problems, we will work to complete an advanced level of writing, analysis, and research tailored to your major discipline and possible future workplace, and we will practice the various genres of writing you are likely to encounter.

ENGH 302 Course Goals

By the end of this course students will be able to

- use writing as a tool for exploration and reflection in addressing advanced problems, as well as for exposition and persuasion
- employ strategies for writing as a recursive process of inventing, investigating, shaping, drafting, revising, and editing to meet a range of advanced academic and professional expectations
- identify, evaluate, and make use of a variety of source material (research)
- employ a range of appropriate technologies to support researching, reading, writing, and thinking
- apply critical reading strategies that are appropriate to advanced reading in your academic discipline and in possible future workplaces
- recognize how knowledge is constructed in your academic discipline and possible future workplaces
- analyze rhetorical situations – audience, purpose, and context – of texts produced in your academic disciplines and possible future workplaces
- produce writing – including argument proposals – that is appropriate for a range of rhetorical situations within your academic disciplines and possible future workplaces
Students as Scholars: This course participates in the Students as Scholars (SaS) program, a university-wide initiative that encourages undergraduate students to engage in scholarly research. Across campus, students now have increased opportunities to work with faculty on original scholarship, research, and creative activities, through their individual departments and the OSCAR office (http://oscar.gmu.edu).

At the end of the course, the Office of Institutional Assessment and the Composition Program will collect random samples of students’ final research projects to assess the effectiveness of the Students as Scholars Program. This assessment has no bearing on your grade in the course.

English 302-SAS Student Learning Outcomes:
CORE: Articulate and refine a question, problem, or challenge.
- ETHICAL: Identify relevant ethical issues and follow ethical principles
- DISCOVERY: Distinguish between personal beliefs and evidence.
- METHOD: Choose an appropriate research method for scholarly inquiry.
- METHOD: Gather and evaluate evidence appropriate to the inquiry.
- METHOD: Appropriately analyze scholarly evidence.
- CONTEXT: Explain how knowledge is situated and shared in relevant scholarly contexts.
- COMMUNICATION: Communicate knowledge from an original scholarly or creative project.

Assignments in English 302 will help prepare you to be contributors to knowledge in your field, not just memorizers of facts: you will

- understand how knowledge is created and transmitted in a field/discipline
- understand key methods and conventions of scholarly research in your field/discipline
- articulate and refine your own question for scholarly inquiry
- situate your investigation in an ongoing context/conversation in your field and design a final project that adds new perspectives and/or data to the conversation

Prerequisites
Students must have completed or transferred in the equivalent of English 100/101. Students should also have completed 45 credit hours and the Mason Core literature requirement. Students should take a version of English 302 related to their major field.

Please note that computer science and electrical engineering majors in The Volgenau School of Engineering must take ENGH 302N. Students enrolled in another version of ENGH 302 should contact their adviser immediately.

General Education
This course is part of the Mason Core (General Education) Program, which is designed to help develop “a Mason Graduate [who is] an engaged citizen, a well-rounded scholar, and someone who is prepared to act for the world” (Mason Catalog). For more information on the mission of the Mason Core, visit http://masoncore.gmu.edu/.

GMU Email
Students must activate their Masonlive email account and check it regularly. For privacy reasons, all class-related emails will be sent only to students’ official GMU email addresses.

**Textbooks and Materials**

*The Craft of Research* by Booth, Colomb, and Williams (4th ed.) – suggested

***This book contains a useful guide on the research process, especially on asking research questions and making an argument. The IGC Library has three physical copies of this book: two for checkouts and one for the use inside the library.

*A Writer’s Reference* by Diana Hacker and Nancy Sommers (8th ed.) – suggested

***The IGC Library has this book and similar writing handbooks.

One composition book (bound, i.e. not spiral)

**Methods of Instruction**

Most class sessions of English 302 will be interactive and will involve a significant amount of student writing and discussion. Students may be asked to work individually as well as collaboratively as they investigate issues, practice writing strategies and techniques, learn research and critical reading approaches, and review their own and their peers’ writing. Students who attend regularly and stay engaged in class activities, who keep up with all of the assignments, and who block off sufficient time each week for thoughtful drafting and revising usually succeed in this class.

**Completion Policy**

Students must earn a C (73%) or higher to fulfill the ENGH 302 Mason Core requirement; students must complete all major projects to earn a C (or higher).

**Course Grading/Assignments Overview**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>20% (60 points)</td>
<td>Discipline Awareness Memos + Analytical Summary</td>
<td>(1000 words)</td>
</tr>
<tr>
<td>10% (30 points)</td>
<td>Research Proposal</td>
<td>(500 words)</td>
</tr>
<tr>
<td>10% (30 points)</td>
<td>Annotated Bibliography</td>
<td>(500 words)</td>
</tr>
<tr>
<td>30% (90 points)</td>
<td>The Researched Argument</td>
<td>(1500 words)</td>
</tr>
<tr>
<td>10% (30 points)</td>
<td>Presentation: Make us care about your RQ</td>
<td>(3-5 minutes)</td>
</tr>
<tr>
<td>20% (60 points)</td>
<td>Engagement (Spoken and Written) Includes drafts, journals, peer reviews, conference attendance, etc.</td>
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**LETTER GRADE GUIDELINES**
Brief Description of Major Assignments

Discipline Awareness Memos + Analytical Summary
For this project, you will begin learning about the expectations and conventions in your field. You will explore current conversations taking place among scholars, uncover research methods and methodology, familiarize yourself with databases and journals, and see how professionals in your field write up their findings. You will report on all of this in two separate, well-formatted memos and an analytical summary of a relevant article. This project will be worth 20% of your overall grade.

The Researched Argument (Proposal + Essay)
For this assignment, you will pick an issue, question, or controversy in your discipline and examine it closely through extensive research. You will write up a proposal for the project after selecting a topic and doing some preliminary research on it. The topic will be a conversation that scholars/experts in your field are currently debating. You will read a variety of sources (both academic/trade and popular) and work to present what you find to informed readers in your field, forming and articulating your own opinions on the debate or controversy. Your essay will utilize the conventions of academic writing in your discipline to meet the expectations of scholarly discourse in your field.

Course Grading Policy:

In grading essays, I use the following general criteria:

A “C” level grade (70-79%) denotes average college-level writing and achievement. The essay is a competent response to the assignment: it meets, to some degree, all the assignment requirements, and demonstrates that the author has put significant time and effort into communicating his/her ideas to his/her targeted audience. It has a thesis, presents some support, and moves from point to point in an orderly fashion; sentence-level errors do not significantly prevent comprehension. Essays that do not meet these criteria will not earn a “C.”

A “B” level grade (80-89%) highlights a strong example of college writing and thinking. In addition to meeting the “C” level requirements, such an essay goes further in some way(s): it demonstrates some insight into the “gray areas” of the topic, provides original or very thorough support that is tightly woven into the overall argument, reads smoothly at both the sentence and paragraph levels, and/or exhibits a personal “voice” or style. It has few sentence-level errors.
An “A” level grade (90-100%) marks an essay that engages the reader in a provocative conversation. Even more than in a “B” essay, its author anticipates and responds to possible reader questions, uses a wide range of supporting evidence, engages the reader in a provocative conversation, provides unexpected insights, and/or uses language with care and facility.

“D” and “F” level essays do not meet the basic expectations of the assignment.

**Warm Ups**
At the beginning of each class meeting I will write a question on the board. The first 5-10 minutes of class will be a time for you to free write in response to this question in your composition book. The question will ask you to reflect on, or in some way engage with, the readings for that day. These free writes will factor into your Engagement grade (see below).

**Engagement (Spoken and Written, 20% of Final Grade)**
I have decided to call this part of your grade “Engagement,” rather than “Participation.” Being engaged in class involves more than just raising your hand and saying something. I want students to focus on the quality of their questions and contributions, and address topics both critically and creatively. I expect you to **complete all assigned readings on time and come to class prepared to discuss them!** Your vocal contributions are a significant part of this course (and one of the most effective ways to show me that you are keeping up).

Each day’s *Engagement* has a total of 2 possible points. If you have done the reading and respond thoughtfully in class (vocally and in your composition book), adding to the session’s discussion, you will receive full credit. If you attend but do not respond (or are clearly unprepared), you will receive 1 point.

All absences, except those resulting from mandated government or military service, result in a zero for those days’ engagement. **Also, I reserve the right to take Engagement points away for excessive/regular tardiness.**

*If you are absent, you are still responsible for keeping up. I expect you to come to the following class(es) prepared. Please check Blackboard and with other students. You can contact me, but ONLY if you have lingering questions.*

** On Peer Review days, you must bring a hard copy of your assignment draft to class in order to get the Engagement points for the day.

**Submitting Class Work**
All major assignments must be uploaded to Blackboard on or before the deadline. Unless otherwise noted, all formal assignments should be typed using Times New Roman 12-point font or equivalent, and be double-spaced. Be sure to save all of your work. You should back up your files on a flash drive, Dropbox, Google Docs, etc. so you will still have your work if your computer crashes unexpectedly.

**All essays must be submitted as .doc or .docx files! No exceptions.**
Late Work (Essays)
Late assignments will lose 5% for each day the essay is late. But since I know that “life happens,” you will have five Crisis Pass days that you can use throughout the semester on major essay assignments to earn an automatic extension on your essay without a penalty.

I do not accept late homework/low-stakes assignments, and I do not accept major assignments that are more than two weeks late.

Please note: weekends are counted by calendar day.

To use a Crisis Pass, simply notify me by writing “Life Happens” at the top of the assignment when you turn it in. No other explanation is necessary. Use them wisely.

You cannot use this pass on rough drafts, because you will miss out on peer review days.

If you've already used your passes, and have documented extenuating circumstances that prevent you from turning in an assignment on time, please contact me as soon as possible via email. The earlier you contact me, the more likely I will be able to help you out.

Revision Policy
Revising is an important part of the writing process. If you are dissatisfied with your performance on any of the first three assignments, you may revise them for a new grade. You must schedule a revision conference with me within a week of getting back your paper. You will then have two weeks to complete your revision from the date of our revision conference.

Revisions must demonstrate substantial change to the focus, support, approach, and/or organization in addition to comprehensive error correction, or they will be returned with no grade change. If you turn in a revision, your grade cannot go down. When turning in your revision, you must also include a two-paragraph reflection on what you decided to change in the revision and why.

The Composition Program’s Statement on Plagiarism
Plagiarism means using words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books, articles, and websites is not sufficient.

This class will include direct instruction in strategies for handling sources as part of our curriculum. However, students in composition classes must also take responsibility for understanding and practicing the basic principles listed below.

To avoid plagiarism, meet the expectations of a US Academic Audience, give their readers a chance to investigate the issue further, and make credible arguments, writers must
• put quotation marks around, and give an in-text citation for, any sentences or distinctive phrases (even very short, 2- or 3-word phrases) that writers copy directly from any outside source: a book, textbook, article, website, newspaper, song, baseball card, interview, encyclopedia, CD, YouTube video, movie, etc.

• completely rewrite—not just switch out a few words—any information they find in a separate source and wish to summarize or paraphrase for their readers, and also give an in-text citation for that paraphrased information

• give an in-text citation for any facts, statistics, or opinions which the writers learned from outside sources (or which they just happen to know) and which are not considered “common knowledge” in the target audience (this may require new research to locate a credible outside source to cite)

• give a new in-text citation for each element of information—that is, do not rely on a single citation at the end of a paragraph, because that is not usually sufficient to inform a reader clearly of how much of the paragraph comes from an outside source.

Writers must also include a Works Cited or References list at the end of their essay, providing full bibliographic information for every source cited in their essay.

While different disciplines may have slightly different citation styles, and different instructors may emphasize different levels of citation for different assignments, writers should always begin with these conservative practices unless they are expressly told otherwise. If student writers ever have questions about a citation practice, they should ask their instructor!

Instructors in the Composition Program support the Mason Honor Code, which requires them to report any suspected instances of plagiarism to the Mason Honor Committee. All judgments about plagiarism are made after careful review by the Honor Committee, which may issue penalties ranging from grade-deductions to course failure to expulsion from GMU.

Common Courtesies & Respect for Others
While you are free—even encouraged—to disagree with me or other students, your comments should be intellectual rather than personal, conversational rather than confrontational. Our classroom is an environment in which we can learn from each other, where topics are open for careful consideration, and where what each of us brings to the classroom is respected. That said, I will not tolerate mean, closed-minded, or discriminatory talk or actions of any kind. Please respect the diversity and opinions of your classmates and adhere to the letter and spirit of GMU’s following non-discrimination policy in all classroom proceedings:

GMU Nondiscrimination Policy
GMU is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, sex, disability, veteran status, sexual orientation, or age. GMU shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations.
Technology/Cell Phone Policy
Various technologies are important tools for our research and writing, but they can also be distracting to you and those around you. When you’re not using your laptop or tablet for class work, shut the lid or turn it off.

The same goes for your cell phone, which should generally be turned off or in your bag (not on your desk or in your lap!). Messing around online, using social media, and texting aren’t acceptable classroom behaviors, and they will result in a loss of engagement points for the day (if/when I catch you).

HELP WITH THE COURSE
I enjoy the opportunity to work with you, so please think of me as your first resource for help. Let me know if you have questions or concerns, need help with an assignment, want to work together at any point in your writing process, or need an early or additional review of your work. If you can’t make office hours, we can schedule an appointment. That said, don’t overlook the importance of personal responsibility and pre-planning. If you’re struggling with something, ask for help right away. This class doesn’t lend itself to procrastination or last minute work and, like most of your professors, I’m not available in the middle of the night and you can’t rely on me being available right before an assignment is due.

Also, I do not give feedback on essays via email. If you need help, come to office hours. That is what they’re for.

SUPPORT SERVICES:

University Writing Center http://writingcenter.gmu.edu
Even though you cannot visit the writing center on the main campus, you will want to frequent the Writing Center’s excellent website and take advantage of its wonderful collection of resources. In addition, you can sign up for an online tutoring service.

Tutoring Services at GMU-Korea
Writing tutoring is available at the Academic Resources Center located on the 5th floor.

GMU-Korea Counseling Service Center
The Counseling Center provides comprehensive support services that promote the personal, social, and academic success of GMUK students. The Center is located in Multi-Complex Building 3052 (near the IGC Health Center). To reach them, you can visit the center, email wellness@gmu.edu, or call (032) 626-6142.
IMPORTANT DATES:
Last Day to Add Classes: September 3, 2018

You are responsible for verifying your enrollment in the class and making any necessary schedule adjustments through Patriot Web by this date.

Last Day to Drop Classes (no tuition penalty): September 9, 2018

Selective Withdrawal Period: October 1 – October 26, 2018